

# Elinor's Town

## Story Tracking

Episode:	Logline:	Question:	Story Lead:	Sec Chrs:	Setting:	Learning Goal(s):
101 The Town Picnic	Elinor and her friends help Mrs. Gorilla by figuring out how to make her ketchup less goopy, just in time to feed the hungry customers at the annual town picnic.	How can we make the ketchup flow?	Featured Friend - Ari	Ranger Rabbit, Mrs. Gorilla, Alejandro Possum	Town Picnic	<p>LS3a: Observe ways that animals and plants get what they need to live and grow. (How bees make honey from nectar)</p> <p>ND3: Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world. (Goopiness of the honey inspires the solution to goopiness of the ketchup)</p> <p>SEP1a: Demonstrate curiosity about the greater world outside of their local environment. (Elinor is curious about the bee and how it makes honey)</p> <p>SEP3e: Design and build a solution to a simple problem (add water to the goopy ketchup)</p> <p>SEP6a: Use background knowledge experiences, and data to construct reasonable explanations and theories of natural phenomena. (They understand the honey's goopiness)</p>
102 The amazing Expandable Clubhouse	Elinor and her friends run into trouble when so many kids join their club that there's no more room in the Clubhouse.	How does a snail always seem to fit even when the snail grows bigger?	Ensemble	Camilla, Goat Twins (in unison), Tito	Clubhouse	<p>SEP1. Asking questions and defining problems.</p> <p>SEP5. Using mathematics and computational thinking</p> <p>SEP3. Planning and carrying out investigations</p> <p>SEP4. Analyzing and interpreting data</p> <p>SEP: Design solutions (engineering)</p> <p>LS4. Understand that all animals and plants have a life cycle, can reproduce, and change and grow over time</p> <p>ND3. (RTL Crosscutting concept 'Structure and Function')</p> <p>Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world.</p> <p>ENGINEERING GOALS: Begin to use the five elements of the Engineering Design Process: Define a problem, Imagine and Plan, Create, Test, and Improve</p> <ul style="list-style-type: none"> <li>• Begin to understand that engineering is a collaborative process during which ideas can be exchanged and shared with others while defining a problem and working to design, test and revise a</li> </ul>

						solution
103 Owl Girl	Elinor learns that some animals have a different schedule	Why do owls sleep during the day?	Ensemble	Ms. Mole, Ranger Rabbit, Mr. Raccoon, Owl	NIGHT Elinor's Bedroom, School	<p>LS2 Begin to explore how different external features of an animal help it survive in its environment. Elinor learns that an Owl has certain characteristics that help it survive at night.</p> <p>SEP2: Developing and using models</p> <p>SEP8 Obtaining, evaluating and communicating information</p> <ul style="list-style-type: none"> <li>o Obtain information through discussing prior knowledge and observations with experts including teachers or knowledgeable adults</li> <li>o Use basic science and engineering content vocabulary when investigating and describing observable phenomena</li> <li>o Share findings and explanations (correct or incorrect) through a variety of methods</li> </ul>
104 The Science of Staying Warm	Hazel wants to play outside in the snow with Ari and Elinor, but she doesn't want to put on her winter wear.	Why do animals have fur?	Featured Friend - Hazel	Hazel's Mom, Sally Beaver	SNOW hill, Hazel House	<p>SEP6. Constructing Explanations. Look for and describe patterns and relationships in natural phenomena.</p> <p>LS2. Understand that animals have different body parts that are used in different ways to meet their needs and that plants have different parts that help them survive and grow.</p> <p>ND1. (RTL Crosscutting concept 'Patterns') Understand that modes of life in the natural world and engineered solutions in the designed world have common patterns, and engineers often look to natural patterns for inspiration.</p>
105 The Seed of an Idea	Elinor and her friends try to solve the mystery of why Ari's watch strap only stick to certain objects.	How does Ari's watch stick to things?	Ensemble	Ms. Mole	School	
106 Hiding in Plain Sight	With their keen eyesight, the goat twins are <i>too</i> good at hide and go seek, so Elinor and her friends have to figure out a better way to hide.	How can we hide so that we're harder to find?	Ensemble	Tito, Camilla, Olivia, Sophia	School	<p>Constructing Explanations (science) and Designing Solutions (engineering)</p> <ul style="list-style-type: none"> <li>o Use background knowledge experiences, and data to construct reasonable explanations and theories of natural phenomena (may not be scientifically correct, rather naïve theories) (science)</li> <li>o Look for and describe patterns and relationships in natural phenomena (science)</li> <li>o Use and apply productive science discourse to support an</li> </ul>

						<p>explanation (e.g., think out loud, revise and rethink)</p> <ul style="list-style-type: none"> <li>o Use evidence to support a theory (science) or solution to a problem (engineering)</li> </ul> <p>LS2. Understand that animals have different body parts that are used in different ways to meet their needs – Animals have different shapes, patterns and colors to help them blend in with their surroundings and “hide”.</p>
107 The House that Ants Built	Elinor, Hazel, and Ari disagree about the best way to build a couch cushion castle.	How can tiny ants build such large anthills?	Ensemble		Elinor's Home	<p>SEP1b. Ask more complex questions about observable phenomena.</p> <p>SEP?. Begin to understand that engineering is a collaborative process during which ideas can be exchanged and shared with others while defining a problem and working to design, test, and revise a solution. <i>Engineering standards from the PBS framework as suggested by Sara.</i></p> <p>LS4. Begin to understand that animals and plants depend on other living things and nonliving things in the environment to meet some of their needs.</p> <p>ND3. (RTL Crosscutting concept ‘Structure and Function’) Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world.</p>
108 Special Places	When Ari misplaces the group’s favorite ball, they discover that he needs a system for keeping track of his things.	Why do birds lay eggs in nests and dogs bury bones in the ground?	Featured Friend - Ari	Mr. Dog	Ari's Home	<p>LS5.Begin to understand that animals and plants depend on other living things and nonliving things in the environment to meet some of their needs. The bird, beaver and dog all depend on their environment to provide a place to store important things and keep them safe.</p> <p>ND. None in this one.</p> <p>SEP3: Planning and carrying out investigations: e: Design and build a solution to a simple problem (they make a special place to keep the ball after observing a nest, a beaver’s lodge, and a hole for dog bones.)</p>
109 Different Kinds of Plants	As Elinor and her class explore playing soccer, her observations about how plants in the surrounding forest are all good at different things, much like how her classmates are all good at different soccer skills, helps Elinor find the	Why are there so many different kinds of plants?	Ensemble	Sally, Ms. Mole, Goat Twins	Soccer Field, School	<p>SEP7. Engaging in argument from evidence: a. Engage in discussions before, during, and after investigations. b. Support thinking and argue ideas with evidence.</p> <p>LS8. - Begin to understand that there are many different kinds of living things and how they may be the same or different. Sara’s clarification: Diversity of Life: Different living things have different characteristics that allow them to</p>

	perfect place for herself in the game.					<p>function in their environment. It's a good thing we all don't have all the same form and function because then we could not have a healthy system.</p> <p>Elinor notices how the diversity of plants in the forest and how their forms and functions help other plants. Then she relates this observation to the different soccer skills of her friends and how that diversity helps her soccer team.</p>
110 The Tomato Drop	Elinor and friends build a parachute to help a tomato land gently.	What makes some things fall slowly?	Ensemble	Lamb Family, Goat Twins, Farmer Bear, Mrs. Gorilla	Park	<p>LS2. Understand that animals have different body parts that are used in different ways to meet their needs, and that plants have different parts that help them survive and grow: Elinor will notice how Ari's wings help him glide slowly to the ground, and that the shapes of the dandelion fluff, leaf and feather help them fall more slowly.</p> <p>ND3. (RTL Crosscutting concept 'Structure and Function'): Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world. Elinor and her friends will design a little parachute to "catch the air" the way they have observed Ari's wings, the dandelion fluff, the leaf and the feather all do.</p> <p>SEP 1. Asking Questions. d.) Identify a problem (how to drop a tomato without damaging it) that can be solved by the design of a new or improved object or tool.</p> <p>SEP 3. Planning and carrying out investigations. b.) Compare and contrast objects and events by describing similarities and differences in detail. Elinor and her friends will drop items through the air and compare the speed of their descent, to find out what causes some objects to fall slowly and apply that to their problem.</p>
111 The Lizard Lounge	The kids learn that lizards use the sun to warm themselves.	Why do lizards sit in the sun?	Ensemble	Ranger Rabbit	Trail	<p>LS3. Understand that all animals need food in order to live and grow, that they get their food from plants or from other animals, and that plants and animals need water and light to live and grow: Elinor will observe that the lizard needs sunshine.</p> <p>ND4. (RTL Crosscutting concept 'Flows, Cycles, and Conservation'): Appreciate the way that elements in the natural world change, interact and are re-used, and how we can</p>

						<p>organize our designed world to better fit and care for the environment. Elinor will rearrange the rocks and other natural things in the park to create the Lizard Lounge.</p> <p>SEP1b: Ask more complex questions about observable phenomena [ They ask why the lizards are choosing this rock specifically]</p> <p>SEP3b: Compare and contrast objects and events by describing similarities and differences in detail [ comparing the feeling of shade and sun]</p> <p>SEP6a: Use background knowledge experiences, and data to construct reasonable explanations and theories of natural phenomena [ The kids hypothesize why the lizards sit on that rock]</p> <p>SEP7: Engaging in argument from evidence [ Elinor reminds them that lizards only sit on rocks during the day]</p> <p>SEP8b: Obtain information using various age-appropriate texts, text features, and other media to help answer a question and/or support an explanation [ Hazel looks up lizards]</p>
112 Feathers	The kids learn that birds’ feathers help them fly, keep warm, and make a statement.	Why do birds have feathers?	Featured Friend - Ari	Ms. Mole	School	<p>LS2d: Explore how different external features of an animal help it survive in its environment (The function of birds’ feathers)</p> <p>ND2: Begin to understand that systems developed in our world often work in similar ways to systems found in the natural world (feathers and clothes work in similar ways)</p> <p>SEP1a: Demonstrate curiosity about the greater world outside of their local environment [ why do birds have feathers?] SEP2: Distinguish between a model and the actual object, process, and/or events it represents [ the sandcastle drawing vs actual sandcastle] SEP4a: a. Collect, describe, and record observations in greater detail and in various ways</p>
113 Song Bird	The kids learn that birds sing to communicate with each other.	Why do birds sing?	Ensemble	Mr. Rabbit, Ranger Rabbit	Elinor's Home	<p>LS3: a. Observe ways that animals and plants get what they need to live and grow. Elinor will observe the ways the birds use songs to communicate in order to get what they need.</p> <p>ND2. (RTL Crosscutting concept ‘Systems’): Begin to understand that systems developed in our world often work in similar ways to systems found in the natural world. Elinor will use the system of bird calls to design a</p>

						<p>communication system for herself and her friends.</p> <p>SEP1: To be determined at Outline</p>
114 No Need to Shout	Elinor needs to communicate with the cheerleading team, but she's lost her voice.	How do you communicate if you can't talk?	Ensemble	Mr. Dog	Cheer Competition	<p>SEP – To be determined at outline.</p> <p>(LS8) Begin to understand that there are many different kinds of living things and how they may be the same or different: a. Observe and describe similarities and differences across different types of plants and animals. Elinor and her friends observe there are many different ways to communicate.</p> <p>(ND2). (RTL Crosscutting concept 'Systems'): Begin to understand that systems developed in our world often work in similar ways to systems found in the natural world.</p>
115 Stop the Squish	Elinor worries that the cupcake Hazel is bringing for Joe Mouse's birthday will get squished, so she comes up with a nature-inspired way to protect it.	How do plants and animals protect themselves?	Ensemble	Ranger Rabbit, Rowdy, Lola, Mrs. Gorilla, Joe Mouse	Trail	<p>SEP – To be determined at outline.</p> <p>LS2 - Understand that animals have different body parts that are used in different ways to meet their needs, and that plants have different parts that help them survive and grow. Elinor observes the tough skin and shells of animals and plants that protect them.</p> <p>ND3. Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world. Elinor and her friends make a cupcake carrier out of a coconut!</p>
116 Ms. Mole's Glasses	When Ms. Mole leaves her glasses behind at school, Elinor, Hazel and Ari track her down to return them, and discover that Ms. Mole relies on other senses to get around.	How can Ms. Mole get around without her glasses?	Ensemble	Ms. Mole	School, Market	<p>SEP – To be determined at outline.</p> <p>LS - LS2. Understand that animals have different body parts that are used in different ways to meet their needs, and that plants have different parts that help them survive and grow: a. Identify body parts of animals and their function</p> <p>ND – ND3 (RTL Crosscutting Concept – 'Structure and Function'): Understand that structures and materials in the natural world can be used or can inspire the engineering of structures with similar function in the designed world.</p>